

XPress:

Talks with General Bolden



Teacher's Guide



Xpress: Talks with General Bolden

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User guide written by:
Dianne Gregory, ITV

User guide developed/edited by:
Dianne Gregory and Rhonda Raven, ITV

Series production by:
Bette Jamison, Producer/Director ITV
Linda DuRant, Moderator

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XPress: Talks with General Bolden

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XPress: Talks with General Bolden is a locally produced video program by Instructional Television for the S.C. Department of Education with ETV. The program was produced live and videotaped at the South Carolina State Fair for later viewing. Conversing with the moderator, Linda DuRant, Brigadier General Charles Bolden discusses his career and the impact of his family, school and community. Questions from students across South Carolina are directed to Brigadier General Charles Bolden. Students in the audience are representative of the C. A. Johnson High School Junior ROTC program. Audience questions are directed to Brigadier General Charles Bolden through the moderator, Linda DuRant.

Biographical information on Brigadier General Charles Bolden is available through the National Aeronautics and Space Administration Web site at this Web address: ***<http://www.jsc.nasa.gov/Bios/htmlbios/bolden-cf.html>***.

How to Use This Guide

XPress: Talks with General Bolden is an insightful conversation with Brigadier General Charles Bolden on the importance of discipline, hard work and contributing to your community. Taking advantage of every opportunity is a key factor in defining success. Elementary, middle and high school students can learn from the experiences of Brigadier General Charles Bolden as he answers student questions and shares lessons he has learned in life. 1 video program/26 minutes

Guide Components

- **Key Focus Points of Video Segment**
- **Vocabulary**
- **Classroom Activities**
- **South Carolina Social Studies Standards**
- **Selected Internet Resources**

Key Focus Points

- Favorite Son of South Carolina
 - Home town: Columbia, South Carolina
 - Home down the street from C.A. Johnson High School
 - Summer work: Drew Pool
 - Marine – 34.5 years
 - Retired January 1, 2003
 - Resides in Houston, Texas
 - Senior Vice President of Tech Trans International
 - Company trains astronauts to speak other languages
 - Communication interpretation for space programs
 - Educational Career
 - Carver Elementary
 - W.A. Perry Junior High (middle school)
 - National Junior Honor Society Member
 - C.A. Johnson High School
 - Favorite Teacher – Mrs. Mary Ray Saxon Jackson
 - Latin Teacher
 - Favorite Subjects – Math and Science
 - National Honor Society Member
 - Participated in science fairs
 - U.S. Naval Academy in Annapolis, Maryland
 - Originally wanted to be Navy Seal; later interested in flying
 - Marine
 - Mentors
 - Father – inspired to take advantage of every opportunity
 - Most inspirational – taught how to live
 - Mrs. Mary Ray Saxon Jackson – Latin teacher
 - Major John Riley Love – 1st Company Officer at the U.S. Naval Academy – inspired to become a Marine
 - Positives of being an astronaut
 - Desire to contribute to the nation and the world
 - 4 times into space
 - Differences in space shuttle travel and other aircraft
 - Mach 26 – hypersonic speed of space shuttle
 - Difficult to learn and memorize all systems of space shuttle

- Space Suit
 - Shuttle crew – launch and entry suits
 - Space suit – 300 pounds on earth
 - Pressurized suit
 - Walk in space tethered by 100 foot cord
- Space Flight
 - “Unbelievable Experience”
 - Visually – view large portions of the earth
 - Physically – weightless feeling
 - Eating in space
 - Select food – then packaged
 - “Coolest Experience”
 - Weightless floating in space
 - Playing with M&Ms
 - Hardest part of space travel
 - Memorizing the different systems and what they do
- Key points of Leadership
 - Most important: Be a good follower
 - Be compassionate
 - Be fair
 - Be balanced
 - Promote integrity and honesty
- Advice to Students
 - Focus on being a good student
 - Study hard
 - Take tough courses-math and science
 - Take a balance of courses
 - Take advantage of extra-curricular activities
 - Do community service
 - “You make opportunities.”
- Future of Space Program
 - In the hands of students

Vocabulary

Aerospace
Astronaut
Engineer
Mach
Marine
Mentor
Space Shuttle
Technical

Classroom Activities

1. Students will research the events in the life of Brigadier General Charles Bolden. Each student will select an area of interest and importance that made an impact on him or her. Students can share findings and compare areas of importance.
2. Time-Line: A time-line of Brigadier General Charles Bolden's life could be displayed in the classroom or hallway.
3. Career Highlights: Students should study events of significance in Brigadier General Charles Bolden's career in order to understand their importance in determining his career goals.
4. Character Traits: Students will examine the educational and personal qualities that impacted Brigadier General Charles Bolden's success. Listing the qualities and discussing the relevance to the student's own goals.
5. Career Exploration: Students will explore the career opportunities now available in the Aeronautical and Space Exploration fields.
6. Goal Setting: Students will examine their own personal educational/career goals to determine the parallels to Brigadier General Charles F. Bolden's life. A detailed examination of his work ethic should be studied to determine how it could positively impact their school career.

SOUTH CAROLINA

SOCIAL STUDIES ACADEMIC STANDARDS

KINDERGARTEN

Children as Citizens: An Introduction to Social Studies

Standard K-2: The student will demonstrate an understanding of rules and authority in a child's life.

Indicators

- K-2.2 Summarize the roles of people in authority in a child's life, including those of parents and teachers. (P)
- K-2.3 Identify people in the community and school who enforce the rules that keep people safe, including crossing guards, firefighters, and police officers. (P)

Standard K-3: The student will demonstrate an understanding of key American figures and symbols.

Indicators

- K-3.2 Illustrate the significant actions of important American figures, including George Washington, Abraham Lincoln, and Martin Luther King Jr. (H, P)

GRADE 3

South Carolina Studies

Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.

Indicators

- 3-5.7 Summarize the rights and responsibilities that contemporary South Carolinians have in the schools, the community, the state, and the nation. (P)

GRADE 5

United States Studies: 1865 to the Present

Standard 5-6: The student will demonstrate an understanding of developments in the United States since the fall of the Soviet Union and its satellite states in 1992.

Indicators

- 5-6.1 Explain how technological innovations have changed daily life in the United States since the early 1990s, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems. (E, H)

GRADE 7
Contemporary Cultures: 1600 to the Present

Standard 7-7: The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.

Indicators

7-7.2 Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet. (H)

HIGH SCHOOL CORE AREA
United States History and the Constitution

Standard USHC-9: The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.

Indicators

USHC-9.4 Compare the domestic and foreign policies of the period—including Kennedy's New Frontier, Johnson's Great Society, and Nixon's establishment of environmental protection and rapprochement with China—as well as relations with the Soviet Union and the continuing crises in the Middle East under all administrations from Harry Truman to Jimmy Carter. (H, G, P)

HIGH SCHOOL CORE AREA
Economics

Standard ECON-4: The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income.

Indicators

ECON-4.2 Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risks and benefits involved in short- and long-term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings. (E)

HIGH SCHOOL CORE AREA

United States Government

Standard USG-4: The student will demonstrate an understanding of the United States' relations with other nation-states and its role in world affairs.

Indicators

USG-4.1 Summarize ways in which United States foreign policy is formulated and carried out, including current foreign policy issues and security interests; the impact of foreign policy on individual citizens; the influence and exchange of political ideas between nations; and America's contributions to the world in politics, environmentalism, technology, science, humanitarianism, and culture. (P, E, G)

Standard USG-5: The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy.

Indicators

USG-5.5 Summarize character traits that are important to the preservation and improvement of American democracy, including dispositions that encourage citizens to act as independent members of society, that foster respect for individual worth and human dignity, and that engage the citizen in public affairs. (P)

Social Studies Literacy Elements

J. Demonstrate responsible citizenship within the school community and the local and national communities
Q. Interpret information obtained from maps, aerial photographs, satellite-produced images, and geographic information systems
S. Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents, and interviews

The South Carolina Comprehensive Developmental Guidance and Counseling Program Curriculum Standards

1. LEARNING TO LIVE (PERSONAL/SOCIAL DEVELOPMENT)

- Students will understand and appreciate home and family.
- Students will develop a sense of community.
- Students will make decisions, set goals, and take actions.
- Students will develop safety and survival skills.

2. LEARNING TO LEARN (Academic Development)

- Students will develop personal qualities that contribute to being an effective learner.
- Students will employ strategies to achieve school success.
- Students will understand the interrelationship of life in school, home, community, and society.

3. LEARNING TO WORK (Career Development)

- Students will understand the relationships among personal qualities, education and training, and the world of work.
- Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.
- Students will explore careers and the connection of school and work.
- Students will demonstrate a positive attitude toward work and the ability to work together.
- Students will understand how community awareness relates to work.

Career and Technology Education Curriculum Standards

<http://www.myschools.com/offices/cate/standards/SciTechEngMathStandards.htm>

Internet Resources

The Selected Internet Resources are not meant to be all-inclusive resources. The sites were all active at the time of publication.

Biographical Data of Charles F. Bolden

<http://www.jsc.nasa.gov/Bios/htmlbios/bolden-cf.html>

Independent Military and Aerospace Consultant

http://www.marathon.com/About_Us/Board_of_Directors/Charles_F_Bolden_Jr/

Positive Profiles of People of Color

<http://www.topblacks.com/government/charles-bolden.htm>

African American Calendar Profile

<http://www.aetna.com/foundation/aahcalendar/1996bolden.html>

Legends of Air Power

<http://www.legendsofairpower.com/biographies/Bolden.htm>

Astronauts Memorial Foundation

<http://www.amfcse.org/Board/bolden.htm>

Encyclopedia Astronautica

<http://www.astronautix.com/astros/bolden.htm>

Charles F. Bolden, Jr. Biography

http://physics.ship.edu/%7Emrc/astro/NASA_Space_Science/observe.arc.nasa.gov/nasa/ootw/1998/ootw_980211/bio_3.html

Real African American Heroes

<http://www.raahistory.com/military/marines/bolden.htm>